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ABSTRACT

These guidelines, which set standards for social studies programs K-12, can be used to update existing programs or may serve as a baseline for further innovation. The first section, "A Basic Rationale for Social Studies Education," identifies the theoretical assumptions basic to the guidelines as knowledge, thinking, valuing, social participation, and commitment to human dignity. The second section lists nine general guidelines, each with a set of specific guidelines to clarify its meaning: 1) the program should be directly related to the concerns of students; 2) the program should deal with the real social world; 3) the program should draw from currently valid knowledge representative of man's experience, culture, and beliefs; 4) objectives should be thoughtfully selected and clearly stated in such form as to furnish direction to the program; 5) learning activities should engage the student directly and actively; 6) strategies of instruction and learning activities should rely on a broad range of learning resources; 7) the program must facilitate the organization of experience; 8) evaluation should be useful, systematic, and comprehensive; and 9) social studies should receive vigorous support as a vital part of the school program. The third section is a checklist intended to encourage assessment of specific programs seeking to implement the rationale. (MBM)

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Social Studies Curriculum Guidelines

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Foreword

One of the important responsibilities of professional organizations is that of articulating and clarifying precisely what constitutes soundly-based professional practice. Consequently, various professional groups have issued formal statements concerning ethical practices, the preparation of practitioners, requirements for licensure, and standards of practice that are acceptable to the profession. The National Council for the Social Studies is issuing two such statements at this time; the statement on teacher standards and this one, a statement on guidelines for the social studies curriculum.

The publication of this document is particularly timely in light of the massive efforts to revise the Social Studies Curriculum that have taken place in the last decade. How is one to evaluate the various approaches to social studies education that have been proposed in recent years? How are school authorities to judge the soundness of the social studies program in their schools? Is a newly proposed curriculum design in accord with the best in recent thinking concerning social studies education? These and many similar questions are being asked by curriculum committees, social studies teachers, supervisors, curriculum directors, and parents in hundreds of school districts across the land. This document should be helpful in responding to these and other questions and issues surrounding the social studies curriculum.

There will doubtless be many questions raised concerning this document. Some will feel that it is too strong in the positions it takes on certain issues. Others may feel that the document is too bland and not sufficiently forceful. Perhaps some will take the position that not enough is known about social studies education to justify a statement of guidelines. The leadership of the National Council recognizes that these are legitimate concerns. The document is not perceived as a statement of standards that will be appropriate for all time, nor even appropriate for all schools at this time. The National Council is saying that after careful examination of recent developments in social studies education, and in light of current developments in the larger society, the guidelines presented in this document need to be carefully considered in building a social studies program in the years immediately ahead. If the document is controversial and results in a thoughtful consideration of what a social studies program ought really to be, it will have achieved one of the purposes the National Council had in mind in publishing it.

Whatever disagreements there may be within the profession on certain specific items in the Guidelines Statement, these should not be construed to mean that the entire document lacks validity. It should be stressed

that the present document represents the official position of the National Council for the Social Studies on the social studies curriculum. As such, it should be used by teachers, supervisors, boards of education, and other school officials in making decisions concerning social studies curriculum development and evaluation. The National Council is urging its membership to promote the widest possible distribution of this document and to use it as the basis for the evaluation and development of programs in social studies education.

In order to insure that this statement of guidelines will remain under study, the President of the National Council is immediately naming a three-member Review Committee that will be charged with the responsibility of studying curriculum developments and for making recommendations for the revision of the document three years hence. During the next three years it is hoped and expected that the present document will be used, discussed, criticized, and thoroughly critiqued at the local, state, and national levels. Feedback from these deliberations can be used by the Review Committee to prepare a revised set of curriculum guidelines for the latter half of the 1970's.

The preparation of this statement has been an arduous and time-consuming assignment. A great number of individuals have contributed generously of their time and talent to the project. The National Council wishes to express sincere thanks to all who have worked on the document, especially to Gerald Marker, Gary Manson, Anna Ochoa, and Jan Tucker who prepared the original working draft; to members of the Advisory Committee on Curriculum, particularly James Eckenrod, Peter Dow, Paul Flaum, Karen Fox, Helen Greene, Carol Hahn, Howard Mehlinger, Charles B. Myers, Jane W. Mounts, Anthony Petrillo, Ethel Oyan, Patricia L. Johnson, James Ylvisaker, and Frederick Tuttle for their thoughtful and constructive criticisms; to the Advisory Committee on Racism and Social Justice, James A. Banks, Carol Evans, Geneva Gay, Andre Guerrero, Dan Honahni, Peter Martorella, Isadore Starr, and Robert Watanabe for their review of the document; and to Jean Fair, James P. Shaver, and Richard E. Gross for their final review for the Board of Directors.

John Jarolimek, *President*
National Council for the Social Studies

In November, 1969, the National Council for the Social Studies Board of Directors charged a task force with formulating Curriculum Guidelines useful for setting *standards for social studies programs, K-12*.

These Guidelines, which stem from the Board's charge, purport to serve two somewhat different curriculum development needs.

1. They can function as a guide for schools and communities, teachers, departments, and school districts interested in updating their programs especially by incorporating the more promising, recent, and visible developments in the social studies.
2. They can serve as a baseline from which to move in even more creative directions beyond what most regard as modern and innovative. For instance, drawing from what is generally known as the "new" social studies, many schools are seeking to develop a systematic curricular scope, sequence, and balance for several grade levels. Other schools, however, have abandoned these customary curriculum-building concepts in favor of a wide-open approach in which teachers and students operate in some variation of the "free-school" movement. This document seeks to serve and encourage both of these trends.

Given the beliefs that no one school of thought can adequately formulate the whole of social studies education; that diversity in social studies education is healthy and productive; that the rate of change in our culture and our profession leads to rapid obsolescence; and that the particulars of curriculum building are most properly a function of individual schools, the Guidelines avoid prescribing a single or uniform K-12 social studies program. They attempt to steer a middle course between suffocating detail and meaningless abstraction, and yet point out legitimate means to worthwhile purposes.

The Guidelines do take positions. Some will arouse little opposition; others may provoke anger. Hopefully, a few will excite.

The National Council for the Social Studies believes that assumptions underlying the development of social studies programs for the 1970's will differ substantially from those of the past decade. The highly cognitive, "structure of a discipline" approach of the 1960's, for example, was a much needed intellectual stimulus for the social studies, and programs of the future will no doubt be more vigorous and powerful as a result of this infusion of research scholarship. But this infusion of scholarly knowledge is at best a very necessary but certainly not a sufficient condition for developing social

Preface

studies programs in the foreseeable future. *The National Council urges the profession to come to grips more directly with the social problems at hand and the personal concerns troubling young people and adults in every corner of this land.* We should at least entertain the thought expressed by many of these young people that they may be the last generation with a chance to avoid destruction of democratic ideals and perhaps civilization itself.

It is difficult and probably even foolish for anyone to construct a particular social studies program based upon some prediction of the nature of future society. However, it is likely that the future will differ from the present and the past. Consequently, any set of guidelines must argue for greater flexibility and responsiveness to change. Furthermore, schools in general—and social studies education in particular—need to provide better ways for continuous self-renewal. Social studies educators should become good observers and listeners, aware and receptive to the sights and sounds of our growing culture. Nearly a decade ago, Charles Frankel urged that this was a time in the social studies “which calls for self-interrogation, a disciplined dialogue with oneself and others, and effort to find out what the principles are to which we are willing to commit ourselves.”* The need is even more urgent now. The commitment of social studies education is defined by the kind of social studies programs we are willing to provide for our students.

The task force has had the help of many persons in formulating the Curriculum Guidelines. Members of the Committee on Racism and Social Justice reviewed the document; members of the Curriculum Committee offered helpful suggestions; and a committee of three members of the Board of Directors contributed the suggestions of the Board.

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* “Needed Research on Social Attitudes, Beliefs, and Values in the Teaching of the Social Studies,” in *Needed Research in the Teaching of the Social Studies*, edited by Roy A. Price, Research Bulletin No. 1, The National Council for the Social Studies, Washington, D.C., 1963, p. 28.

A "Basic Rationale for Social Studies Education" is the first section of this document. It identifies the theoretical assumptions basic to the guidelines which follow. The Rationale assumes that knowledge, thinking, valuing, and social participation are all essential components of the social studies program and that commitment to human dignity is a major purpose of social studies education.

"Guidelines for Social Studies Education" follow in the second section. They represent characteristics to be found in social studies programs predicated on the Rationale. With each General Guideline is a set of Specific Guidelines intended to clarify the meaning of the General Guideline.

A "Social Studies Program Evaluation Checklist" is provided in the third and final section. Its purpose is to encourage assessment of specific social studies programs seeking to implement the Rationale. If those persons responsible for programs and instruction in the social studies can agree with the Rationale and the Guidelines, then they may find this checklist useful in examining the strengths and weaknesses of their own programs.

Social studies education has a twofold purpose: enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and the guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture human dignity has long included ideas such as due process of law, social and economic justice, democratic decision making, free speech, and religious freedom. Today that meaning has been extended beyond its political and economic connotations and now includes self-respect and group identity. The idea of human dignity is clearly dynamic and complex, and its definition likely to vary according to time and place. The essential meaning, however, remains unchanged: each person should have opportunity to know, to choose, and to act.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes of knowing as well as strategies for evaluating and decision making. Rationality denotes a critical and questioning

Organization

I. A Basic Rationale for Social Studies Education

approach to knowledge but also implies a need for discovering, proposing, and creating; the rational man doubts but he also believes. The ultimate power of rational processes resides in the explicit recognition of each person's opportunity to decide for himself in accord with the evidence available, the values he chooses, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, neither knowledge nor rational processes are of much consequence. This century has witnessed countless blatant violations of human dignity in the presence of supposedly well-educated populations. It has been frequently asserted that knowledge is power; however, the evidence that people who know what is true will do what is right is scarcely overwhelming. Commitment to human dignity must put the power of knowledge to use in the service of mankind. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

Knowledge

From its inception the school has been viewed as the social institution charged with transmitting knowledge to the young. Yet, despite this longstanding responsibility, it would be difficult to demonstrate that the school has handled this task well or that standards of accuracy and validity have been systematically applied to the information presented in the classroom. Nor can many schools assert that their curricula deal effectively with significant and powerful ideas.

Furthermore, the knowledge utilized by the school has reflected the biases of the white middle class and has distorted the role of minority groups. Such distortions have prevented white people as well as members of minority groups from fully knowing themselves and their culture. Such practices are clearly inconsistent with the requirements of individuals in an increasingly complex, pluralistic society.

Knowledge about the real world and knowledge about the worthiness of personal and social judgments are

basic objectives of social studies instruction. Reliable beliefs are achieved by following the accepted canons of empirical inquiry, logical reasoning, and humanistic valuing, procedures clearly rooted in the twin values of rational process and human dignity. It would be naive, however, for social studies educators to disregard the fact that many people consider other ways of knowing such as revelation, common sense, and intuition as entirely legitimate and even desirable. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate human survival and progress, while at the same time demonstrating that the means of persuasion to this point of view are quite as important as the ends.

The traditional and obvious sources of knowledge for social studies are the social science disciplines.* They are and should remain important sources. However, the reasons for deriving social studies knowledge from the social sciences are not self-evident. Careful thought ultimately justifies such knowledge on arguments revolving around the "needs" of individual students and of society for powerful ideas, dependable information, and reliable methods of inquiry. The question about appropriate sources of knowledge for social studies is indeed well-phrased in terms of the "needs" of students and society rather than the arbitrary and limiting assumption that social studies and the social sciences are identical.

Broadly based social issues do not respect the boundaries of the academic disciplines. The notion that the disciplines must always be studied in their pure form or that social studies content should be drawn only from the social sciences is insufficient for a curriculum intended to demonstrate the relationship between knowledge and rationally-based social participation. It is true that the social sciences can make marked contribution to clarifying the basic issues which continue to require social attention. But the efforts of social scientists to develop an understanding of human behavior through research are not necessarily related to society's persistent problems and are seldom intended to arrive at the resolution of value conflicts or the formulation of public policy. In short, one can "do" social science outside the context of the social problems which constitute the major concern of the social studies curriculum. Thus, while there could be no social studies without the social sciences, social studies is something more than the sum of the social sciences.

Other types of knowledge are also important con-

* We include history here, of course, under the social science rubric.

tenders for inclusion in social studies. For instance, an additional and important source may be the growing tip of the culture which has hardly made its way into the research disciplines, but which is diffused through the mass media, sometimes in offbeat sources, and reflected in the arts. Such a growing tip is often found in the interests and values of students. In a rapidly changing society it is often young people who have greatest access to this emergent knowledge. If for no other reason, and there are other reasons, the rate of change alone makes it urgent that the social studies give serious consideration to the interests and values that students hold about themselves and society. Ideally, then, various sources of knowledge, namely the social sciences, the humanities, the natural sciences, the communication media, and the perceptions of students would all contribute to the social studies program.

The knowledge component of the curriculum envisioned in these guidelines serves three more particular functions. First, it provides historical perspective. A sense of the past serves as a buffer against detachment and presentism—living just for today—and thereby enables an individual to establish a cultural identity. Second, knowledge helps a person perceive patterns and systems in his environment. It is this ordering function which makes the social universe, even with its increasing complexity, more nearly manageable. Recently developed social studies programs utilizing fundamental concepts and generalizations from the social sciences represent a current effort to provide such structure. Third is the function of knowledge as the foundation for social participation. Without valid knowledge, participation in the affairs of society will be ineffectual and irresponsible.

In summary, the broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

Abilities

Abilities provide the means of achieving objectives, and one who is able and skillful reaches his objective efficiently. Included in the ability concept are intellectual, data processing, and human relations competencies.

Intellectual skills, usually called thinking, have received widespread attention in the social studies curriculum only recently. The school continues to be

largely ineffective in this dimension. Lower level intellectual operations such as memory often characterize assignments to pupils, questioning, and examinations. Inadequate attention is given to more complex cognitive processes such as analyzing, synthesizing, and evaluating. Inquiry-oriented approaches, which represent one effort to alleviate this situation, are receiving considerable attention in current educational literature, but extensive practice and support are not yet evident.

Thinking competencies serve several functions. In the first place, they provide the prime path to knowledge. They also enable an individual to ask significant questions; they permit him to analyze conflicts; they enable him to solve problems in both convergent and divergent ways; they enhance his decision-making power; and they support his efforts to form and clarify values. Such intellectual skills are of paramount importance in resolving social issues. In democratic societies which place a high premium on responsible flexibility, well-developed thinking processes act as a buffer against intellectual rigidity and represent a vital link between knowledge and social participation.

Although thinking entails a great variety of intellectual operations, two facets, divergent thinking and valuing, require special comment, for they are not only central to social studies education but are also among the more puzzling terms which are employed in the field.

Divergent thinking (defined in terms of flexibility, spontaneity, and originality) seeks uncommon answers to difficult questions. Individuals make the most of their potential powers not by staying with what is common, regular, already known, but by encountering the challenge of the open-ended and unsolved and by attempting to cope with perplexing and sometimes frustrating situations. What is needed is a climate which encourages fresh insights. But the need for divergence is not to be confused with irresponsible deviance or "just being different for its own sake." Divergent thinking is a necessary though not sufficient condition for creativity. Original thinking is highly demanding: (1) it relies on extensive knowledge, ideational fluency, and the ability to formulate and restructure questions; and (2) it requires the courage to risk uncertainty and error, and to express minority points of view.

Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore it is neither desirable nor possible for social studies teachers to attempt to establish a "value-free" situation in the classroom; student behavior, teacher behavior,

subject matter, and instructional materials all are the products of value-laden judgments. Any study of values should be conducted in a free and open atmosphere. Students must become experienced in discerning fact from opinion, objectivity from bias. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance or another. When valuing is thought of as a rational process, students can be helped to clarify and strengthen their own commitments.

Data processing skills are often and rightly given considerable attention at the elementary school level. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source material. Social studies teachers should assume special responsibility for instruction in reading materials directly related to the social studies and in the use of the tools of the social scientists. However, higher levels of proficiency in data processing skills—for example, identifying hypotheses, making warranted inferences, and reading critically—cannot be attained unless they are incorporated in the curriculum of all grades, K-12. If provision is not made at all grade levels for the sequential development of these competencies, growth will be arrested at a needlessly low level, and students will be hampered in employing the more powerful extensions of these abilities.

A third aspect of ability development concerns the competencies associated with social behavior. Effective interpersonal relations seem to depend on a sensitivity to the needs and interests of others, adequately developed communication skills, and the ability to cope with conflict and authority. In the classroom and in the school at large students should have abundant opportunities to work out social relationships at the face-to-face level. Students should have experience in dealing with highly charged emotional conflicts in the social arena as well as with calm, rational inquiry. They should undergo the demands placed on them both as leaders and followers and should learn to make contributions in both roles. When students hold minority views, they can learn to function as thoughtful critics, seeking to bring about needed reform through legitimate processes. Neither aloofness from obligation to other individuals nor the chaos created by anarchy is acceptable.

Abilities are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are acquired only through real opportunities for constant practice and use, systematically planned for by curriculum workers and

teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, valuing, and social participation.

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Moreover, turmoil, discontent, and struggle for change characterize our times. Concern over a host of problems is heard on every hand and markedly so among those who are young. War, racism, environmental pollution, poverty, deteriorating cities, impersonal organizations, alienation, and an unfulfilled quality in living—society can contend with none of these without searching consideration of values.

Social studies education can, however, avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of behaving, or of particular positions on public issues, or even of basic cultural values. Substantial proportions of young people and their communities are objecting—and overtly—to the rigid requirements of uniformity. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

Still perplexing is the role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences. The issue is clouded with conflicting attitudes held by various groups. Cultural pluralism in America rightly hinders the school from seeking or producing uniform values among its students. It is well to remember that the school is properly only one force influencing the values of the young.

However, what the school can contribute is impressive. It can help young people recognize that among men there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can provide opportunities for free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that for all the importance of evidence, facts alone do not determine decisions, that there are times to suspend judgment, and that many problematic situations have no

Valuing

set answers. The expectation that problematic situations are open to inquiry coupled with increasing ability in the clarification and weighing of values contribute to student's feeling of competence and sense of identity. We may even have faith that thoughtful sensitivity to one's own values and those of others will foster decent and humane values.

Moreover, the school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. The school itself is a social institution, and the values embedded in its daily operation can exert a powerful influence. Young children especially must learn the core values in the course of daily living; the school can hardly escape its responsibilities to them. Fair play and justice, free speech, opportunity for decision making, support for self-respect, choice, acceptance of the life styles of the community, group identity, the right to privacy, all these ought to be expected for all students and teachers in every classroom. Racism ought to be denied in every classroom. Schools have been more successful in professing the values associated with human dignity than in making them the order of the day. Indeed, in many schools the practice of those values would mean drastic change. Avoiding blind indoctrination need not mean blandly ignoring basic cultural values.

Frank recognition that the school and its social studies programs can not be value-free may foster the serious consideration of what the school's role ought properly to be.

Social Participation

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society. The practices of the school and particularly of social studies programs have not provided for active and systematic student participation. Because social studies educators have usually limited their thinking to what has been described as "two by four pedagogy—the two covers of the textbook and the four walls of the classroom"—the potential applications of knowledge and thought have not been fully realized. A commitment to democratic participation suggests that the school abandon futile efforts to insulate pupils from social reality and, instead, find ways to involve them.

Social participation should mean the application of knowledge, thinking, and commitment in the social arena. An avenue for interaction and identification

with society can build an awareness of personal competency—awareness that one can make a contribution—an ingredient essential for a positive self-concept. Programs ought to develop young adults who will say: "I know what's going on, I'm part of it, and I'm doing something about it."

Extensive involvement by students of all ages in the activities of their community is, then, essential. Many of these activities may be in problem areas held, at least by some, to be controversial; many will not be. The involvement may take the form of observation or information-seeking such as field trips, attending meetings, and interviews. It may take the form of political campaigning, community service or improvement, or even responsible demonstrations. The school should not only provide channels for such activities, but build them into the design of its social studies program, kindergarten through grade twelve.

Education in a democratic framework clearly requires that such participation be consistent with human dignity and with the rational processes. Such participation must be voluntarily chosen; no student should be required to engage in what he has not defined as desirable. Nor should social participation be undertaken without systematic, thoughtful deliberation. To do so would be to violate the values of human dignity and rational process. Educational institutions can make a significant contribution to society by providing students with the knowledge and experience necessary to be effective, singly or as part of organized groups, in dealing with social problems.

It is essential that these four curriculum components be viewed as equally important; ignoring any of them weakens a social studies program. The relationship among knowledge, abilities, valuing, and social participation is tight and dynamic. Each interacts with the others. Each nourishes the others.

These Guidelines represent a set of standards for social studies programs. They are not intended to prescribe a uniform program or even to propose an ideal program. In a pluralistic and changing society no one such program could be prescribed even if more were known about the process of education than is presently available. Schools—their students, teachers, and communities—have basic responsibility for their own social studies programs. It is hoped that many will develop insights which go beyond the framework of standards set forth here.

II. Guidelines

1.0 The Social Studies Program Should Be Directly Related to the Concerns of Students.

- 1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
- 1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.
- 1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.
- 1.4 All students should have ample opportunity for social studies education at all grade levels, from K-12.

Students of all ages confront situations demanding knowledge and social skills. They are called upon constantly to identify, to interpret, to organize the vast quantities of social data everywhere around them. Students need to use this social knowledge perhaps as a person relating to neighbors and friends, a citizen of the school community, a consumer of goods and services, an active participant in an organization or movement. These situations are directly comparable to those confronted by adults. Students should rightfully expect that their social studies education will be helpful to them in coping with their social and political world.

Yet the need to know and understand may stem also from a basic curiosity, a desire to comprehend, and a quest for order and meaning in the universe. Therein lies a fundamental motivation for learning upon which any adequate program must build.

Consequently, opportunities for social studies education should be available to all students from the primary grades through high school, and not merely to some elite group, the intellectually able, perhaps, or the white, middle class, and not merely to those who accept conventional subject matter or are satisfied with their own social situations. Young people should not be expected to fit themselves into uniform or rigid programs, those sanctioned merely by tradition, or designed without consideration of what matters to them.

In schools committed to human dignity, students are entitled to a voice, by one means or another, in shaping their education. All students are entitled to expect that they, their concerns, and their social origins have a place in the social studies curriculum.

2.0 The Social Studies Program Should Deal with the Real Social World.

- 2.1 The program should focus on the social world as it is, its flaws, its ideals, its strengths, its dangers, and its promise.
- 2.2 The program should emphasize pervasive and enduring social issues.
- 2.3 The program should include analysis and attempts to formulate potential resolutions of present and controversial problems such as racism, poverty, war, and population.
- 2.4 The program should provide intensive and recurrent study of cultural, racial, religious, and ethnic groups, those to which students themselves belong and those to which they do not.
- 2.5 The program should offer opportunities for students to meet, discuss, study, and work with members of racial and ethnic groups other than their own.
- 2.6 The program should build upon the realities of the immediate school community.
- 2.7 Participation in the real social world both in school and out should be considered a part of the social studies program.

The social studies program should enable students to examine the social world as it is, neither "all good" nor "all bad," neither all past nor all present, and certainly not bland. In too many social studies classrooms the social world is idealized, mythologized, far from reality. Three points need emphasis here.

First, these guidelines take the position that enduring or pervasive social issues such as economic injustice, conflict, racism, social disorder, and environmental imbalance are appropriate content for the social studies curriculum for grades K-12. The primary purpose of a social studies program is neither to advance the frontiers of knowledge nor to produce social scientists. Rather its task is to engage students in analyzing and attempting to resolve the social issues confronting them. To do so young people must draw on the content and methods of the social science disciplines as well as their own beliefs and considered values and, whenever and wherever appropriate, on such fields as the humanities and the natural sciences.

Second, the "real" social world varies greatly among people and places, yet classroom experiences often create a misleading impression of cultural uniformity. Many students come to view the world with knowledge drawn almost entirely from Western and middle-class

traditions. But the majority of people are not white; although they may be influenced by the West, their cultures are neither Western nor dominated by a middle class. Moreover, American society itself is pluralistic. The mores, roles, and expectations of cultural groups other than students' own should be identified and their implications and merits explored. To seek understanding of any culture without the perspective of its own set of values is to do an injustice to that culture.

The students of social studies classrooms are themselves of diverse sub-cultural groups, all too frequently not taken into account in developing programs. Family and community studies, for example, may unwittingly attempt to promote normative behavior characteristic primarily of white, middle-class society. Classroom experiences may fail to fit, as they should, the life styles, the values, the aspirations, the perspectives of many students and their communities. Social studies programs must contribute to students' acceptance of the legitimacy of their own cultural group identity as well as the ways of others. Social studies programs which even inadvertently conceal the diversity of the social world tend to reinforce cultural bias and ethnocentricity.

Third, no program can successfully educate students for the real world by separating them from it. The school social system is as much a part of the students' real world as what occurs outside the school. Such techniques as role-playing, simulation, observation, and investigation are all promising means of learning to participate. Actual involvement in school, community, and larger public affairs, either individually or as part of organized group efforts, can break down the artificial barriers of classroom walls.

3.0 The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Man's Experience, Culture, and Beliefs.

- 3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.
- 3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.
- 3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.
- 3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, sociology, the history of the

United States, and the history of the Western and non-Western worlds.

- 3.5 The program should draw from what is appropriate in other related fields such as psychology, law, communications, and the humanities.
- 3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and world affairs; among past, present, and future directions; and among Western and non-Western cultures.
- 3.7 The program should include the study not only of man's achievements, but also of those events and policies which are commonly considered contrary to present national goals, for example, slavery and imperialism.
- 3.8 The program must include a careful selection from the disciplines of that knowledge which is of most worth.

Recent and intensive research has produced what is popularly called "a knowledge explosion." Hence, it will be difficult indeed to close the gap between what is known and what is taught. Yet incongruities between scholarly knowledge and the content of ordinary social studies curriculum can not be allowed to persist.

Although efforts must be made to insure the accuracy of information used in classrooms, accurate information is not enough. Far more powerful are the concepts, principles, and theories of modern knowledge. It is these which students most need to understand.

Moreover, modern bodies of knowledge are not fixed. Methods of inquiry, such as formulating and testing hypotheses, and techniques for processing social data, such as mapping, case studies, and frequency distributions, should have a place in classrooms.

Since it is patently impossible to "cover" all of man's knowledge of the social world, what is included must be most meaningful. Students need knowledge of the world at large and the world at hand, the world present and the world past. They must see man's achievements and man's failures. They must have for themselves what is of most worth out of the disciplines. Yet useful ideas from anthropology, economics, social psychology, and psychology are ordinarily underrepresented in social studies programs; ideas from political science and geography are often badly out-of-date. "School history" is often repetitive, bland, merely narrative, and inattentive to the non-Western world; it is distorted by ignoring the experiences of Blacks, Chicanos, native American

Indians, Puerto Ricans, and Oriental Americans. Related fields such as law, biology, and the humanities are often omitted or not related to social affairs.

Focus on pervasive issues, problems which loom large in students' worlds, and basic questions which have meaning in students' lives can be helpful in deciding upon what to draw from the disciplines. Imaginative approaches to relating the power of scholarly fields and the issues of our times deserve staunch support.

4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

- 4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.
- 4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.
- 4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.
- 4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.
- 4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.
- 4.6 Objectives should be reconsidered and revised periodically.

Most curriculum guides and courses of study state what are termed objectives. Typical of such statements are these: "Students will come to appreciate their American heritage"; "Students will learn the differences between democratic and totalitarian forms of government." Such statements may serve as goals, but not as objectives. Although such goals may point to the general direction and intent of a program, they have limited utility in making instructional decisions. Worse yet, such conventional and general statements may get in the way of coming to grips with the crucial problem of what students ought to learn.

Probably no curricular decisions are more significant than those about basic purposes and their definition as stated objectives. What students are to learn must be

carefully selected through searching and continuous consideration of what is known about the students themselves, the real social world, and the scholarly fields. Students themselves must participate in the process of selection. Students can not learn everything. Some selection will be made with or without sufficient consideration. What is selected without consideration is not likely to be that which is of most worth.

Decisions about what is to be learned will have little influence until they are translated into statements of objectives formulated in terms of both behavior and content and at a level of specificity which permits recognition of student competencies when they have been attained. Knowledge, thinking and other abilities, valuing, and social participation can all be conceived in behavioral terms and in identified content situations even if their definitions are not universally agreed upon. Statements of objectives become the bases for setting up learning activities, choosing instructional strategies, selecting instructional materials, and finding the degree to which students have been successful in learning.

Special mention should be made here of performance objectives. Such an objective names concretely the behavior-in-identified content which the student is to demonstrate as evidence of learning and states the minimum level of acceptable performance. Some knowledge and skill objectives in social studies can best be defined as concrete performance objectives, and instruction planned accordingly. Students and teachers alike can identify achievement or lack of it. Performance objectives are most readily developed for matters which have "a right answer" or "a most effective way of performing a task." That all kinds of objectives—indeed, many of the most important—can not be translated into concrete performance terms need not deny the usefulness of translating some, nor justify vague generalities as substitutes for clear statements. Nonetheless, social studies education should not be limited to what can be defined in concrete performance terms.

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

- 5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
- 5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.
- 5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.

- 5.4 Activities should include those which involve students in the real world of their communities.
- 5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
- 5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.
- 5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.

Scholars, teachers, educational theorists, and serious critics of education agree, almost universally, that students must be actively involved in the learning process at every level of education from kindergarten on. Modern programs without exception call for more active participation. Greater emphasis is placed on ability to devise questions and the means for answering them, to analyze and integrate knowledge, to propose and evaluate decisions. Conducting a disciplined attack on his own ignorance should be the principal means of an individual's education. Creative inquiry is both a potent instructional strategy and an essential competency. Actual mastery of knowledge, a legitimate but not sufficient goal of education, can best be attained when the knowledge is actively used by the learner.

A social studies curriculum must employ direct as well as vicarious means for learning. This principle is all too often neglected. There are geography classes without any form of field work and history classes without primary source material. Government classes ignore the student council and the workings of local government; a study of occupations goes on without the associated sights and sounds of real jobs; and attempts to deal with racism and poverty occur without emotional involvement. Students study about free speech without practicing it; they read about opportunity for all in sources unsuitable for some of them.

Certainly classroom lecturing is less defensible today than it has ever been. Students now have extensive and reliable sources of knowledge from which they can find out for themselves. Education is more than a process of telling students what they need to know.

Social studies programs, then, must include a wide variety of learning activities with appeals to many sorts of students: making surveys; tabulating and interpreting data; acting out scripts; using reference tools; reading or writing poetry; role-playing; hearing and questioning classroom speakers; writing up a policy decision; using case studies; listening to music; making a collage; brainstorming; studying films; working in a community project; conducting an investigation; advocating a thought-out position; manipulating mock-

ups; simulating and gaming; making field trips; comparing points of view; studying social science books and articles; participating in discussions patterned on explicit strategies for behaviors such as communicating and valuing; and more. The purpose of such activities is not to set up what is merely clever or novel, but to offer opportunities for satisfying experience in what will lead to the objectives of instruction.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

- 6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
- 6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many sorts of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from current as well as basic sources.
- 6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.
- 6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view and a variety of abilities.
- 6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.
- 6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

Learning in the social studies requires rich resources. No single textbook will do, especially one set up with the simple purpose of imparting information. Accomplishing objectives which represent all of the components of social studies education depends upon more information, more points of view, more appeals, more suitability to individual students.

Printed materials must be available for differing abilities in reading, differing needs for concreteness and abstraction. Students must have books, periodicals, basic references, case studies, graphs, tables, maps, articles, and literary materials suitable for the subject at hand. Yet important as reading and, indeed, verbal

learning may be, they ought not to be overused in instruction.

Multiple media offer many avenues to learning. Films and sound-filmstrips; pictures; recordings of speeches, discussions, and music; mock-ups; artifacts; models; audiotapes; dramatic scripts or scripts for role-playing; diagrams; simulation exercises; programs on television—these and others call upon the use of many senses, thought and feeling, and so enrich learning.

Moreover, resources need not be thought of simply as those of classrooms themselves. The walls between classrooms and the outside world need not be so confining. Students must be "out there," and the resources of community persons and organizations must be "in the schools."

Although the need for multiple media is no excuse for a smorgasbord approach, there is reason to recognize multiple paths to learning. No one sort of material and no one kind of resource will be satisfactory for all students, nor indeed for any one student at all times and for all purposes. Instructional resources must be suitable for the learning tasks at hand and for the students who are learning.

7.0 The Social Studies Program Must Facilitate the Organization of Experience.

- 7.1 Structure in the social studies program must help students organize their experiences to promote growth.
- 7.2 Learning experiences should be organized in such fashion that students will learn how to continue to learn.
- 7.3 The program must enable students to relate their experiences in social studies to other areas of experience.
- 7.4 The formal pattern of the program should offer choice and flexibility.

Structure in the social studies program has to do with the basic questions to be asked, the problems hopefully to be resolved, the patterns of behavior appropriate to the ends in view. Although far too little is known to identify definitively the processes of growth in social competencies or to state with certainty the superiority of any one sort of organization over another, some sort of flexible structure for the organization of experience is possible and desirable. It is likely that students will profit from experiences with different structures.

Both the social sciences and social issues contain structural elements. Basic concepts, principles, and methods in the social sciences can offer direction in

organizing a study of human behavior. A proper focus on social issues requires identification of their causes, consequences, and possible solutions. Social studies programs may at times use one or the other of these organizations. Certainly social studies programs must demonstrate a reciprocal relationship among the social sciences, social issues, and action. However, it is clearly inadequate to limit programs to courses in the individual disciplines. The study of social issues drawing upon more than one discipline is frequently more suitable for the purposes of students in school. An issue arising out of the interaction between technology and the structure and function of modern society, for example, may call for the contributions of history, economics, and sociology as well as the humanities, law, and the natural sciences. Social issues are embedded in complex social conditions.

At times student concerns or those of their community or the requisites of active and effective social participation may become the base for some line of inquiry. Whatever the starting point, whatever the direction, structure must mean the students' own organization of their learning experiences. Social studies programs must offer more than mere accumulation of added information, even that subsumed under scholarly topics or social "problems," activities chosen and pursued out of momentary whim.

On the other hand, disorder and lack of direction stand in the way of continuous reorganization of experience. Moreover, it is time for a fresh look at the conventional pattern of subjects and formal course offerings. Schools ought to encourage mini-courses, or independent study, small group interest sections, specially planned days or weeks focused on social problems, alternative courses of study proposed by students, or other innovative plans for unfreezing the rigid school year. Structure can be used to promote the development of the tools and satisfactions which enable students to continue to learn.

8.0 Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Program.

- 8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.
- 8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, the process of valuing, and social participation—all the components of social studies education.

- 8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.
- 8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.
- 8.5 Evaluation data should be used for planning curricular improvement.
- 8.6 Evaluation data should offer students and teachers help in the course of learning and not merely at the conclusion of some marking period.
- 8.7 Both students and teachers should be involved in the process of evaluation.
- 8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

Social studies programs must be systematically and rigorously evaluated. As program objectives are revised and new practices introduced, the evaluation program must be changed to assess innovations in ways consistent with their purposes. The all too common paper-and-pencil tests of information do not yield data about problem-solving abilities, the valuing process, and social participation, or even, in many cases, that knowledge which is of most worth. Many sources of data, many evaluation techniques, in and out of classrooms, are needed. Evaluation should extend far beyond formal examinations to include, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

Occasional and sporadic attempts, and narrow and unreliable efforts in evaluation are insufficient since significant growth in learning is both cumulative and long-term.

Evaluation must include what is diagnostic, not only for groups of students but for individuals. It must be useful to students in the process of their learning—to all students and not merely to those who take to conventional schooling or who are college-bound. A helpful evaluation process ought to enable students to see what they can do as well as what they can not yet do. The process must clarify for teachers and others concerned what needs to be done to improve instruction and learning.

Evaluation must become not only a means of more effective instruction and learning, but a foundation for thoughtful formulation of basic purposes of social studies education.

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

- 9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.
- 9.2 Teachers should be responsible for trying out and adapting for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.
- 9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.
- 9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.
- 9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or in-service classes, or community affairs, or in reading, study, and travel.
- 9.6 Teachers and others concerned with social studies education in the schools should have consultants with competence in social studies available for help.
- 9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.

Social studies education can not be successful without the conditions necessary for good instruction. One of the conditions is a supply of adequate resources. Social studies education needs far more than teachers with textbooks and blackboards. It requires maps, reference books, periodicals, audio and visual materials, field trips, guest lectures, and much more. The classroom should be conceived as a learning laboratory. Such a concept means not only quantities of materials and equipment but also additional demands on teachers' time and competence.

Teachers must have both opportunity and responsibility for active participation in the improvement of the curriculum. They must engage in activities contributing to their professional growth as social studies teachers if they are to offer their students and the community what is due them. Contemporary theories of learning and instruction necessitate breadth, depth, and much skill. The burden is especially heavy on elementary teachers who are expected to be competent in virtually all fields. The practice of assigning inade-

quately prepared teachers as social studies instructors persists and should be ended. In addition to social studies consultant help, the administration should provide the incentives, encouragement, and opportunities that will further professional and academic training.

School administrators should demonstrate a degree of support at least commensurate with the support given other segments of the curricular program and with the importance attached to the needs of society.

The nature of social studies education, especially in a pluralistic and free society, makes it peculiarly vulnerable to criticism from many sides. The right of responsible criticism is inherent in and invaluable to a democracy; this right must be protected. Demands that schools instill particular beliefs and practices or that they avoid the thoughtful consideration of controversial topics must be met with vigorous resistance.

III. *A Checklist for Evaluating a Social Studies Program*

This section provides a convenient evaluation outline for those who want to examine their own social studies program. Its use will furnish a profile of a program as it is, although the checklist will not specify all that is needed in assessment. The outline can be used for a given grade level or for a school or district-wide program.

The questions in this checklist are taken from the Guidelines. The questions are appropriate only insofar as those who use them endorse the Guidelines.

Evaluators should gather data from many sources. A probing and comprehensive evaluation would require data collected by sophisticated instruments. The letters following each Guideline question suggest probably the readiest and most obvious sources. The letter "R" suggests the use of materials such as curriculum reports and plans, position statements, faculty and student handbooks, student newspapers, memos, records of instructional materials available and used, formal evaluation data collected on student competencies. The letter "T" suggests teachers; "S" students; "C" parents and community; and "O" classroom and out-of-classroom observation.

When the program profile has been made from the checklist, the tasks of interpreting and recommending begin. The items may highlight a pattern: students are insufficiently involved, for example, or learning resources inadequate, or purposes unclear. What is learned from the information and interpretation of the checklist must be put to use in improving the social studies program.

EVALUATION CHECKLIST

RATING			SPECIFIC GUIDELINES
Strongly	Moderately	Hardly At All	
			1.1 Are students involved in the formulation of goals, the selection of activities, and the assessment of curriculum outcomes? S T 1.2 Do the school and its teachers make steady effort, through regularized channels and practices, to identify areas of concern to students? S T 1.3 Do students have choices within programs? S T 1.4 Do all students have ample opportunity for social studies education at all grade levels? R T 2.1 Does the program focus on the social world as it actually is? R T C 2.2 Does the program emphasize pervasive and enduring social issues? R T 2.3 Does the program include analysis and attempts to formulate potential resolutions of present and controversial problems such as racism and war? R T 2.4 Does the program provide intensive and recurrent study of cultural, racial, religious, and ethnic groups? R T C 2.5 Does the program offer opportunities to meet and work with members of racial and ethnic groups other than their own? R T C 2.6 Does the program build upon the realities of the immediate school community? R T C 2.7 Is participation both in school and out considered a part of the program? R S C 3.1 Does the program emphasize valid concepts, principles, and theories in the social sciences? R T 3.2 Does the program develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data? R T O 3.3 Does the program develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems? R T O 3.4 Does the program draw upon all of the social sciences and the history of the United States and the Western and non-Western worlds? R T 3.5 Does the program draw from what is appropriate in other related fields such as psychology, law, communications, and the humanities? R T 3.6 Does the program represent some balance between the immediate social environment of students and the larger social world? R T 3.7 Does the program include the study of man's achievements and those policies contrary to present national goals? R T

RATING			SPECIFIC GUIDELINES
Strongly	Moderately	Hardly At All	
			3.8 Does the program include a careful selection of that knowledge of most worth? R T
			4.1 Are objectives carefully selected and formulated? R T
			4.2 Are knowledge, abilities, valuing, and social participation all represented in the objectives of the program? R T
			4.3 Are general statements of goals translated into specific objectives conceived in terms of behavior and content? R T
			4.4 Are classroom instruction and materials based upon clearly stated objectives? R T O
			4.5 Does classroom instruction enable students to see their goals clearly in brief instructional sequences and lengthy units of study? T S
			4.6 Are objectives reconsidered and revised periodically? R T
			5.1 Do students have a wide and rich range of learning activities appropriate to the objectives of their program? R T
			5.2 Do activities include formulating hypotheses and testing them by gathering and analyzing data? R T O
			5.3 Do activities include the processes of making decisions about socio-civic affairs? R T O
			5.4 Do activities involve students in their communities? S T C
			5.5 Are learning activities sufficiently varied and flexible? T S
			5.6 Do students perceive their teachers as fellow inquirers? S
			5.7 Are activities carried on in a climate which supports students' self-respect and opens opportunities to all? S T O
			6.1 Does the program have a wealth of appropriate instructional resources? R T O
			6.2 Do printed materials accommodate a wide range of reading abilities and interests, learning activities, and sources? R O
			6.3 Is a variety of media available for learning through many senses? R O
			6.4 Do classrooms draw upon the contributions of many kinds of resource persons and organizations representing many points of view? T O C
			6.5 Do activities use the school and community as a learning laboratory? T O C
			6.6 Does the program have available many kinds of work space? R O

RATING			SPECIFIC GUIDELINES
Strongly	Moderately	Hardly At All	
			7.1 Does the program help students organize their experiences? R O 7.2 Are learning experiences organized in such fashion that students learn how to continue to learn? R O 7.3 Does the program enable students to relate their experiences in social studies to other areas of experience? T S O 7.4 Does the formal pattern of the program offer choice and flexibility? R S 8.1 Is evaluation based primarily on the school's own statements of objectives? R 8.2 Does assessment include progress in knowledge, abilities, valuing, and participation? R 8.3 Does evaluation data come from many sources, inside and outside the classroom? R 8.4 Are evaluation procedures regular, comprehensive, and continuous? R 8.5 Are evaluation data used for planning curricular improvement? R T 8.6 Do evaluation data offer students help in the course of learning? T S 8.7 Are both students and teachers involved in the process of evaluation? S T 8.8 Is regular re-examination of basic curricular goals an integral part of the evaluation? R T 9.1 Does the school provide appropriate materials, time, and facilities for social studies education? R T C 9.2 Do teachers try out and adapt for their own students promising innovations? R T 9.3 Are the basic purposes of social studies education as clearly related to the needs of the immediate community as to those of society at large? R C 9.4 Do teachers participate regularly in active social studies curriculum committees with both decision-making and advisory responsibilities? T 9.5 Do teachers participate regularly in activities which foster their competence in social studies education? R T 9.6 Do teachers have social studies consultants available for help? R T 9.7 Can teachers and schools rely upon a district-wide policy statement on academic freedom and professional responsibility? R T C